

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: FREEDOM PREP CHARTER SCHOOL	School: Freedom Prep Charter School
Chief School Administrator: RONALD C. BRADY	Address: 1000 Atlantic Ave, Camden, NJ 08104
Chief School Administrator's E-mail: rbrady@democracyprep.org	Grade Levels: K-10
Title I Contact: Patrick Doyle	Principal: Kaitlin McCann
Title I Contact E-mail: pdoyle@democracyprep.org	Principal's E-mail: kmccann@democracyprep.org
Title I Contact Phone Number: 856-962-0766	Principal's Phone Number: 856-962-0766

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 9,854,046, which comprised 91.5% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 12,307,487 , which will comprise 93.3% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
12 Co-Teachers	1 & 2		100-100 200-200	907,200
Extended Day & Saturday Transportation	1 & 2	Extended Day Programming Weekend Warrior Academy	200-600	50,000
Video Equipment for Professional Development	3	Common Core Aligned, Data-Driven Intervention	200-610	6,000
Parent Engagement Events	ALL	Stakeholder Engagement	200-890	100,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Patrick Doyle	District	Yes	Yes	Yes	
Ronald Brady	District/Consultant	Yes	Yes	Yes	
Kaitlin McCann	Principal	Yes	Yes	Yes	
Katrina Ballard	CMO/Consultant	Yes	Yes	Yes	
Carlos Mojica	CMO/Consultant	Yes	Yes	Yes	
Benjamin Feit	CMO/Consultant	Yes	Yes	Yes	
Christopher Lessard	District	Yes	Yes	Yes	
Nechole Wilson	Parent	Yes	No	No	
Jeanette Thomas-Ferren	Parent	Yes	No	No	
Dan Brown	Teacher	Yes	No	No	
Kristi Wilson	Teacher	Yes	No	No	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/9/15	Freedom Prep CS	Comprehensive Needs Assessment	Yes		Yes	
3/25/15	Freedom Prep CS	Schoolwide Plan Development	Yes		Yes	
5/13/15	Freedom Prep CS	Program Evaluation	Yes		Yes	
6/17/15	Freedom Prep CS	Prelim. Plan Summit	Yes		Yes	
7/13/15	Freedom Prep CS	Schoolwide Plan Final Review	Yes		Yes	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

We will achieve our mission through: rigorous college-prep academics, frequent use of data and assessment, more time to learn, a respectful and structured school culture, and exemplary teachers.

Freedom Prep will provide a rigorous academic program focused on the knowledge, skills, and character, necessary to master core academic subjects in preparation for success in college. Scholars will receive highly structured civic and leadership education, preparing them to be active citizens in our democratic society.

We expect scholars and adults to remain true and steadfast to our core values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Through these D.R.E.A.M. values, we will foster an educational community focused on the academic achievement for every student.

Adults are held to the same high standard in order to ensure that your scholar is receiving the best education possible. We continually push ourselves to assess our instructional methods through data and analysis, making informed adjustments to benefit scholars. Teachers and staff are evaluated throughout the year based on these principles.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, with minor adjustments. The role played by our Academic Collaboration Team teachers is essential in the academic success of our scholars. Coming in sometimes several grade levels behind their peers in neighboring districts, our scholars require intensive instruction in smaller settings above and beyond what is normally provided. Having a second teacher to provide RTIs and additional support to our scholars is invaluable when targeted at specific areas supported by data we have gathered. The classroom computers we purchased enabled us to pilot several academic intervention programs that gave students a method of working on deficient skills. We chose to reallocate the money we originally planned to use on transportation for Saturday school and summer school transportation to target the more urgent need of literacy deficiencies. We were able to purchase literature material for every classroom to be used as literacy resources that teachers used to provide additional support beyond basic literature instruction.

2. What were the strengths of the implementation process?

One of the strengths we say was the seamlessness of incorporating the literature material and technology into normal instruction. Often times at schools when things are purchased outside of normal curriculum, they simply sit on the side and are not effectively utilized. Our resources were immediately incorporated into guided and independent practice activities as well as additional interventions by the Academic Collaboration Team. We found this to merge with our regular curriculum nicely and did not cause confusion among students. Another strength was creating specific time within the class schedule for students to receive this additional support from our ACT teachers. One of the pitfalls of adding support teachers to a classroom is that they are popping from student to student during guided practice serving a slightly more structured tutoring roll. However, implementing our co-teachers into the room enabled us to truly have two instructional leaders in the room that could provide structured and targeted instruction outside of the normal direct instruction period.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

3. What implementation challenges and barriers did the school encounter?

One of the biggest implementation challenges was having enough resources to fully support the needs of the scholars. We were in the unique situation of expanding extensively this past year. We nearly tripled our student body and grades offered and as consequently we were beginning the school year without as strong of an understanding of where our students were at academically because so many of them were new to us, and a good majority of the new students were coming from underperforming charter schools that were consequently closed. Therefore, we found that so many of the new scholars were even further below our current students' levels and allocating the resources we had meant that many students had access to our computer program as an example only twice per week as opposed to everyday. Additionally, with the influx of new students also came the influx of new staff. As such, getting all staff members fully versed in the resources and various techniques in which to use them is an ongoing process that certainly improved throughout the year, but has much more work to do and will be a priority in the next school year.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The first step was allocating the technology, literature, and staffing resources between the elementary, middle, and high school levels. Strengths included the use of technology to gather a baseline of where students were coming in academically, as well as the development of a Google calendar as a laptop reservation system, so computers could be shared across classrooms. The weakness here was we did so proportionately with the student population, whereas we should have done so according to the need of individual students. This was somewhat unavoidable however because, as previously mentioned, we spent much of the school year getting a firm understanding of where our students were at academically. One of our strengths was reallocating these resources as we became aware of specific deficiencies that surfaced as we gathered data on the students.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Freedom Prep has the added benefit of being part of a larger network, Democracy Prep Public Schools. This network includes an Academic Team with Academic Collaboration Team (ACT) Managers, one of whom was solely dedicated to supporting Freedom Prep ACT teachers. Elle Grose, now Director of Special Education at Democracy Prep, traveled frequently to Freedom Prep to

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

deliver professional development around the co-teaching model, which was crucial in supporting our scholars who are furthest behind.

Additionally, members of the Freedom Prep operations team delivered professional development to teaching staff around the use of new technology purchased under the grant in 2014-15.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff was highly invested in implementing the co-teaching model introduced by Ellie Grose, as measured by staff interviews during the biannual school review process conducted at the network level.

The process of implementing a vast amount of new technology posed a challenge to teachers and operations staff at Freedom Prep, but feedback collected by operations managers informed constant improvement of the process used to disseminate Chromebook laptops for use in classrooms.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Freedom Prep administered a family survey during Report Card night halfway through the school year, and feedback was largely positive from families throughout the school community. When asked about the quality of classroom instruction provided to their child, 97% of families surveyed said they were satisfied or very satisfied, and 94% of families said they were satisfied or very satisfied with the responsiveness of teachers to family communication.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Similar to ACT (special education) teachers, co-teachers delivered interventions for scholars in a variety of settings, primarily via one-on-one, push-in support (integrated co-teaching). Pull-out, small-group instruction (SETSS) is largely utilized for scholars with special needs who are taught by ACT teachers, while co-teachers target the rest of the class for added support throughout the lesson.

Classroom technology was also used whole class, in small groups and one-on-one depending on the types of interventions used. For programs used for extra practice in reading or math, such as Starfall, scholars were able to use computers during independent work time.

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9. How did the school structure the interventions?

Interventions were structured around academic achievement data. Freedom Prep uses a variety of formative assessments aligned to Common Core State Standards, such as the STEP reading test, NWEA MAP, and Eureka Math unit assessments to identify standards and content scholars have yet to master as a class, along with identifying individual scholars with gaps in foundational knowledge or skills. After isolating the areas for growth, teachers develop reteach plans for whole-class interventions and co-teachers develop interventions for specific individuals or groups of students who need extra instruction or practice with certain material. The co-teachers deliver this support over a course of multiple weeks until the next assessment, where that content or standards are re-assessed.

10. How frequently did students receive instructional interventions?

Students receive instructional interventions daily, as the co-teacher for each grade level splits time between both classrooms. The majority of interventions occur during literacy and math blocks, as Freedom Prep devotes the most resources to those foundational skill areas. Co-teachers work closely with lead teachers to identify problem areas using assessments, as described above, and teachers can choose to integrate technology as needed. Because state exams were administered online for the first time in 2014-15, computers were not available for classroom interventions during the PARCC administration windows.

11. What technologies did the school use to support the program?

Students had access to new Chromebook laptops in 2014-15 for independent practice time, building foundational skills, and taking formative assessments such as NWEA MAP. Students' scores on MAP facilitated the formation of leveled guided reading groups, so teachers could accordingly support small groups of scholars on similar reading levels.

12. Did the technology contribute to the success of the program and, if so, how?

Yes, see above.

****Provide a separate response for each question.***

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

NOTE: Because PARCC State Exam data is not currently available, the information below for 2014-15 is based upon NWEA MAP testing, a nationally-normed, computer-based assessment.

English Language Arts	2013-2014 NJASK	2014-2015 NWEA MAP	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	34	Leveled guided reading groups, integrated co-teaching, independent practice skill-building on Chromebooks	Interventions did not yet result in proficiency because many scholars entering Freedom Prep at this time had previously attended a failing charter school that was closed by the district. Thus, most incoming students began the school year several years below grade level, and they will close that gap and reach grade level after more than one year of interventions.
Grade 5	N/A	39		See above explanation
Grade 6	50	53		See above explanation
Grade 7	49	60		Partially; the number of students below proficiency represents about half of this grade level. For the scholars who did not reach proficiency with the schoolwide interventions used this year, more intense and targeted interventions will be utilized in the 2015-16 school year.
Grade 8	53	48		Partially; the number of students below proficiency represents about half of this grade level. For the scholars who did not reach proficiency with the schoolwide interventions used this year, more intense and targeted interventions will be utilized in the 2015-16 school year.

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Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014 NJASK	2014-2015 NWEA MAP	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	n/a	41	Integrated co-teaching, independent practice skill-building on Chromebooks	Interventions did not yet result in proficiency because many scholars entering Freedom Prep at this time had previously attended a failing charter school that was closed by the district. Thus, most incoming students began the school year several years below grade level, and they will close that gap and reach grade level after more than one year of interventions. Interventions resulted in proficiency for 38% of scholars, up from 4% in December 2014.
Grade 5	n/a	32	Integrated co-teaching, independent practice skill-building on Chromebooks	See above explanation
Grade 6	55	52	Integrated co-teaching, independent practice skill-building on Chromebooks	See above explanation
Grade 7	62	57	Integrated co-teaching, independent practice skill-building on Chromebooks	Partially; the number of students below proficiency represents about half of this grade level. For the scholars who did not reach proficiency with the schoolwide interventions used this year, more intense and targeted interventions will be utilized in the 2015-16 school year.
Grade 8	54	44	Integrated co-teaching, independent practice skill-building on Chromebooks	Partially; the number of students below proficiency represents about half of this grade level. For the scholars who did not reach proficiency with the schoolwide interventions used this year, more intense and targeted interventions will be utilized in the 2015-16 school year.
Grade 11	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 12	N/A	N/A		
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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

NOTE: Because PARCC State Exam data is not currently available, the information below for 2014-15 is based upon externally-developed STEP testing and internal final exams.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	n/a	41	Leveled guided reading groups, integrated co-teaching, independent practice skill-building on Chromebooks	The interventions did not result in proficiency yet, but scholars had high growth in reading this year. Typical growth on the STEP reading assessment is 3 levels in one year, and grade 1 scholars met this goal from fall to spring 2014-15. Many scholars entering Freedom Prep at this time had previously attended a failing charter school that was closed by the district. Thus, most incoming students began the school year several years below grade level. Younger students, however, do not have as much of a gap to close and are able to make a high amount of growth in a short amount of time.
Grade 2	n/a	46	Leveled guided reading groups, integrated co-teaching, independent practice skill-building on Chromebooks	The interventions did not result in proficiency yet, but scholars had high growth in reading this year. Typical growth on the STEP reading assessment is 3 levels in one year, and grade 2 scholars exceeded this goal with 3.3 levels of growth from fall to spring 2014-15. Many scholars entering Freedom Prep at this time had previously attended a failing charter school that was closed by the district. Thus, most incoming students

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				began the school year several years below grade level. Younger students, however, do not have as much of a gap to close and are able to make a high amount of growth in a short amount of time.
Grade 3	n/a	28	Leveled guided reading groups, integrated co-teaching, independent practice skill-building on Chromebooks	The interventions did not result in proficiency yet, but scholars had high growth in reading this year. Typical growth on the STEP reading assessment is 3 levels in one year, and grade 3 scholars exceeded this goal with 3.7 levels of growth from fall to spring 2014-15. Many scholars entering Freedom Prep at this time had previously attended a failing charter school that was closed by the district. Thus, most incoming students began the school year several years below grade level. Younger students, however, do not have as much of a gap to close and are able to make a high amount of growth in a short amount of time.
Grade 9	n/a	41	Independent practice skill-building on Chromebooks	Interventions resulted in proficiency for 49% of scholars, up from 37% in December.
Grade 10	N/A	N/A		

NOTE: Because PARCC State Exam data is not currently available, the information below for 2014-15 is based upon externally-developed Eureka Math assessments and internal final exams.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	18	Integrated co-teaching, independent practice skill-building on Chromebooks	Interventions resulted in proficiency for 67% of scholars, up from 17% in December 2014.
Grade 2	N/A	45	Integrated co-teaching, independent practice skill-building on Chromebooks	Interventions resulted in proficiency for 22% of scholars, up from 7% in December 2014.
Grade 3	N/A	35	Integrated co-teaching, independent practice skill-building on Chromebooks	Interventions resulted in proficiency for 24% of scholars, up from 0% in December 2014.

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Grade 9	N/A	41	Independent practice skill-building on Chromebooks	Interventions resulted in proficiency for 49% of scholars, up from 23% in December.
Grade 10	N/A	N/A		

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Data-Driven RTIs	YES	MAP Test Growth	On average, we saw 37% of the students in each grade increase their MAP score from the first administration in the fall to the final administration in the spring. Students with disabilities scored on average 5-10% lower but still showed marked improvement.
Math	Students with Disabilities	Data-Driven RTIs	YES	MAP Test Growth	On average, we saw 53% of the students in each grade increase their MAP score from the first administration in the fall to the final administration in the spring. Students with disabilities scored on average 5-10% lower but still showed marked improvement.
ELA	Homeless	Homeless Liaisons	NO	Attendance Rates, MAP Data	Attendance rates and academic growth for homeless and migrant students was lower than the average by about 5% and remained so during the year with no marked improvement. We feel that turnover in our administrative positions contributed to an inconsistent follow-up with these students. As it is shown, consistency is the most important need for these students and is a major focus for next year.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Homeless Liaisons	NO	Attendance Rates, MAP Data	Attendance rates and academic growth for homeless and migrant students was lower than the average by about 5% and remained so during the year with no marked improvement. We feel that turnover in our administrative positions contributed to an inconsistent follow-up with these students. As it is shown, consistency is the most important need for these students and is a major focus for next year.
ELA	Migrant	See Homeless	See Homeless	See Homeless	See Homeless
Math	Migrant	See Homeless	See Homeless	See Homeless	See Homeless
ELA	ELLs	n/a	n/a	n/a	n/a
Math	ELLs	n/a	n/a	n/a	n/a
ELA	Economically Disadvantaged	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities
Math	Economically Disadvantaged	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended School Day	YES	MAP Scores Homework Completion Disciplinary Reports	MAP score growth can be partially attributed to the extended school day we held for students each week. Additionally, homework completion for students with disability was 30% higher on days when students participated. Similarly, disciplinary infractions were lower amongst students who consistently attended the extended day programs.
Math	Students with Disabilities	Extended School Day	YES	MAP Scores Homework Completion Disciplinary Reports	MAP score growth can be partially attributed to the extended school day we held for students each week. Additionally, homework completion for students with disability was 30% higher on days when students participated. Similarly, disciplinary infractions were lower amongst students who consistently attended the extended day programs.
ELA	Homeless	See below	See below	See below	See below
Math	Homeless	See below	See below	See below	See below
ELA	Migrant	See below	See below	See below	See below

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	See below	See below	See below	See below
ELA	ELLs	n/a	n/a	n/a	n/a
Math	ELLs	n/a	n/a	n/a	n/a
ELA	Economically Disadvantaged	Weekend Academy Summer Academy	YES	MAP Scores	We saw a sharp increase on Map growth in the latter part of the spring when Weekend Academy began, indicating that it had an effect on kick starting the overall growth.
Math	Economically Disadvantaged	Weekend Academy Summer Academy	YES	MAP Scores	We saw a sharp increase on Map growth in the latter part of the spring when Weekend Academy began, indicating that it had an effect on kick starting the overall growth.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Building Excellent Schools Teach Like a Champion Common Core Aligned PD-internal ACT Coordinator	YES	Teacher Evaluations Exit Surveys MAP Test Data	Teacher Evaluation scores rose consistently across the board to reflect the refinement of pedagogical mastery. Map test data increased as previously referenced. Exit surveys, while not as high as last year, were still positive and reflected an appreciation for the information, teachers merely wanted more time to incorporate into their plans.
Math	Students with Disabilities	Building Excellent Schools Teach Like a Champion Common Core Aligned PD-internal ACT Coordinator	YES	Teacher Evaluations Exit Surveys MAP Test Data	Teacher Evaluation scores rose consistently across the board to reflect the refinement of pedagogical mastery. Map test data increased as previously referenced. Exit surveys, while not as high as last year, were still positive and reflected an appreciation for the information, teachers merely wanted more time to incorporate into their plans.
ELA	Homeless	See Above	NO	PD Gap	This was a subgroup we did not touch on enough in our PD to teachers and would like to expand in subsequent years.
Math	Homeless	See Above	NO	PD GAP	This was a subgroup we did not touch on enough in our PD to teachers and would like to expand in subsequent years.
ELA	Migrant	See Homeless	See Homeless	See Homeless	See Homeless
Math	Migrant	See Homeless	See	See Homeless	See Homeless

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			Homeless		
ELA	ELLs	n/a	n/a	n/a	n/a
Math	ELLs	n/a	n/a	n/a	n/a
ELA	Economically Disadvantaged	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities
Math	Economically Disadvantaged	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities	See Students with Disabilities
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Daily Report Cards	NO	Homework completion and academic data	These were not streamlined throughout all grades as has already been created for the next school year. Frequency of cards being sent home will grow exponentially next year to increase parent buy-in and awareness of scholar progress.
Math	Students with Disabilities	Daily Report Cards	NO	Homework completion and academic data	These were not streamlined throughout all grades as has already been created for the next school year. Frequency of cards being sent home will grow exponentially next year to increase parent buy-in and awareness of scholar progress.
ELA	Homeless	Enrichment Hour	No	Attendance & Participation Rates	We did not put as much outreach to Homeless and Migrant students as necessary. Definitely an area of focus for next year.
Math	Homeless	Enrichment Hour	No	Attendance & Participation Rates	We did not put as much outreach to Homeless and Migrant students as necessary. Definitely an area of focus for next year.
ELA	Migrant	See Homeless Students	See Homeless Students	See Homeless Students	See Homeless Students
Math	Migrant	See Homeless Students	See Homeless Students	See Homeless Students	See Homeless Students
ELA	ELLs	n/a	n/a	n/a	n/a
Math	ELLs	n/a	n/a	n/a	n/a

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Enrichment Hour	YES	Attendance & Participation Rates	Attendance and Participation rate of students was compared to overall academic achievement in grades and MAP scores. There was a marked increase when attendance and participation remained consistently high and parent involvement persisted when school communication was prompt and clear.
Math	Economically Disadvantaged	Enrichment Hour	Yes	Attendance & Participation Rates	Attendance and Participation rate of students was compared to overall academic achievement in grades and MAP scores. There was a marked increase when attendance and participation remained consistently high and parent involvement persisted when school communication was prompt and clear.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC, NJ School Report Card, Quarterly DP Assessments, STEP Assessments, MAP Assessments	Students are reading and writing below grade level, with 46.8% on average of all students attaining 'Partially Proficient' status on the ELA portion of MAP Tests. Quarterly assessments have shown consistent growth, but greater interventions are needed, especially for students receiving Special Education services. 35% of Special Education students received 'Partially Proficient' status on their most recent MAP results. Results from the Spring's PARCC administration are still pending,
Academic Achievement - Writing	See Above.	See Above.
Academic Achievement - Mathematics	PARCC, NJ School Report Card, Quarterly DP Assessments, STEP Assessments, MAP Assessments	Students are reading and writing below grade level, with 45.2% on average of all students attaining 'Partially Proficient' status on the Math portion of MAP Tests. Quarterly assessments have shown consistent growth, but greater interventions are needed, especially for students receiving Special Education services. 27% of Special Education students received 'Partially Proficient' status on their most recent MAP results. Results from the Spring's PARCC administration are still pending,
Family and Community Engagement	Parent Informational Event Attendance Parent Contact Logs	Current attendance at events ranges between 60%-75% for Back to School night and Report Card Nights, to even lower in the range of 10% for less consequential events with regard to Title I planning and program overview.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		85% of student contact information is accurate and 90% of students receive a phone call regarding their academic status each week.
Professional Development	Teacher PD Satisfaction Survey	<p>Survey Questions & Results (Averaged for all Surveys)</p> <p>Clarity of information presented during PD (5pt scale): 4.3/5</p> <p>How well did session meet immediate instructional Needs (5pt scale): 4.1/5</p> <p>Likelihood of Immediate use of session strategies (5pt scale): 4.3/5</p> <p>Balance of Worktime vs. PD (3 pt. Scale): 1.5/3</p> <p>The bulk of this data is derived from our PD on Doug Lemov that teachers attended throughout the year. This proved incredibly effective and was implemented widely across most classrooms. As such, we plan on increasing the scope of this training for the upcoming school year to positively impact more students.</p>
Homeless	Attendance & Disciplinary Records	We had three students placed with child services throughout the year. Their attendance was 85% which is a little lower than the overall average.
School Climate and Culture	<p>- Semi-Annual Comprehensive School Review</p> <p>-Anti-Bullying Bill of Rights Grade Report</p>	<p>Each year, the school is evaluated by Democracy Prep (CMO) representatives, who grade the school and staff on a wholly comprehensive rubric. This team returns later in the year to measure progress within these categories. Several school culture measures embedded within this process show growth on our 4-point scale from Fall to Spring as follows:</p> <ul style="list-style-type: none"> - Staff Arrival and Preparation: 2.7 → 3.0 - Student Arrival: 2.5 → 3.6 -Homeroom: 2.0→2.73 - Start of Day: 2.0 → 2.23 - Instruction: 2.0→1.92 - ACT Support: 1.8→2.2 - School Culture: 1.7→ 1.9 - Transitions: 1.85 → 2.01 - Lunch/Recess: 1.9→ 2.1

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> - Facility: 2.2 → 2.63 - School Leadership 2.1 → 2.5 <p>This report is part of the state-required self-assessment, comprised of multiple categories listed below. Each category has a specific point value, which together total an overall score of 75.</p> <ul style="list-style-type: none"> - Programs: 9/15 - Training: 5/9 - Other Instruction: 8/15 - Curr. & Instr.: 5/6 - Personnel: 2/9 - Incident Reporting: 5/6 - Investigative Procedure: 12/12 - Reporting: 6/6 - Overall: 52/78
School-Based Youth Services	Counseling Data, I&RS Data, Child Study Team (CST) Data, Group Counseling Data, Student Attendance Data, Discipline Data, Harassment, Intimidation, and Bullying (HIB) Data	<ul style="list-style-type: none"> - Attendance at individual and group counseling - I&RS and CST Data will be maintained to ensure students' needs are being met and that both the CST and I&RS Team are in compliance. - Student attendance and discipline records analyzed and used when trying to determine students' needs for services. - Data for the number of HIB cases evaluated to determine the need for professional development and/or students' needs for services.
Students with Disabilities	PARCC, NJ School Report Card, Quarterly DP Assessments, STEP Assessments, MAP Assessments	86% of Special Education students were not proficient on both ELA and Math exams in the 2014-2015 school year.
Migrant Students	Same as Homeless	Same as Homeless

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	PARCC & ACCESS for ELL	We only recently received the data from our ACCESS Tests administered in April. We will update our plan and the data upon its analysis.
Economically Disadvantaged	Same as Above	Same as Above
	Same as Above	Same as Above

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its needs assessment?

Freedom Prep Charter School (FPCS or Freedom Prep) convened several meetings throughout the spring in order to identify what the school's priorities should be for the 2015-2016 school year. Members of this group included building experts on data analysis, instructional methods, parental involvement, and special education. Each delivered an analysis of the major issues jeopardizing student achievement, from which our team identified three weaknesses that are most threatening: the achievement gap in both math and english/language arts, attendance and tardiness, and professional development for teachers.

2. What process did the school use to collect and compile data for student subgroups?

Freedom Prep is continuously gathering assessment data on all students. FPCS utilizes several Microsoft Excel trackers to compile assessment data for STEP interim assessments, Democracy Prep interim assessments, and MAP analyzing it using traditional analytical formulas that highlight both achievement and growth. This data is collected by the data associate and distributed quarterly to the Principal for use with evaluation, professional development, and curriculum development. In coordination with our student information system, we are able to easily filter our data based on subgroups (homeless, free/reduced lunch, special education, etc.) in order to identify discrepancies between these groups and our general population.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ¹

FPCS relies on proven methods of assessment to ensure that our data analysis is accurate. PARCC assessments are a contracted assessment used by the state that is thoroughly researched given their highly consequential nature. Freedom Prep's interim assessments are borrowed from one of the top charter schools in the region, Democracy Prep, which creates the assessments to ensure they accurately measure current Common Core State Standards. Each question on these assessments are linked to specific state standards for the subject matter so that we are able to not only measure overall proficiency, but identify specific strands within the state standards that are leading to an overall lack of proficiency. STEP Tests are fully researched exams created at the University of Chicago designed at targeting ELA proficiency. Additionally, Freedom Prep will utilize MAP assessments for the 2015-2016 school year, which will add another metric of externally validated, nationally-normed data aligned to Common Core. By analyzing data gathered from three external assessments, we eliminate the common pitfall of relying on teacher-made assessments, which research shows often come up short with regard to data validity and reliability.

4. What did the data analysis reveal regarding classroom instruction?

In examining Freedom Prep data from 2014-2015, deficiencies in math and ELA were significant with only 45.2% and 46.8% of our students scoring proficient respectively. While this was a marked increase from the previous operator's performance with this student body, the data indicates that instruction needs to be more rigorous to fully prepare students for the standards on the assessments. Consequently, students must be given more time to grapple with this more rigorous material, either during their lessons or through enrichment programs. In order to adequately deliver this new material, teachers needed professional development to ensure that they are upholding the rigor of the curriculum and differentiating instruction to allow access for each student.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

In our first year, professional development focused on managing classrooms and student relationships as a foundation to prepare for a more rigorous curriculum in the future. Currently, teachers have greatly improved their classroom management overall, and the ongoing transition to higher level, instructional development has and will continue to help teachers deliver rigorous content.

¹ Definitions taken from *Understanding Research Methods* by Mildred Patten
Patten, M. L. (2012). *Understanding Research Methods*. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

6. How does the school identify educationally at-risk students in a timely manner?

Freedom Prep grade-level teams meet weekly during professional development Friday afternoons in order to discuss current academic progress of the students. During this time, they rely mostly on teacher-created data sources (a daily exit ticket) to indicate individual student progress. From these sources, the team will devise and implement interventions in order to address the particular concerns for identified students. These concerns are always confirmed based on results on our data-proven interim assessments. Teachers utilize a variety of remedial and behavioral interventions to improve the academic performance of the students, checking back on their progress each week. After several consecutive weeks of little to no improvement, teachers will meet with parents and guardians to either develop additional supports or refer the student to the Child Study Team if appropriate at that time. Nonetheless, students are identified and compensated with additional supports within a 2-3 week time frame.

7. How does the school provide effective interventions to educationally at-risk students?

FPCS is fortunate enough to be able to provide two instructors in most rooms during lessons. This second instructor, part of the Academic Collaboration Team (ACT), is able to work with at-risk students both during instruction and during independent practice in order to supplement normal instruction. ACT teachers are able to modify directions & concepts as needed, scaffolding up to the lesson's objective at a different pace to ensure understanding. Additionally, they can provide extra time or modify assignments as needed to best suit the student's academic state. Temporary adjustments can be made, such as additionally provided notes and diagrams. Along with advice from the Child Study Team, both instructors are able to triage potential problems to see if minor alterations to the academic program will support the student's improved achievement, or whether greater special education interventions should be taken. In many cases, minor adjustments to instruction for students will get them back on track, and these students catch up with their peers in just a few weeks.

8. How does the school address the needs of migrant students?

The Freedom Prep Operations Team regularly conducts audits of student address and parental information. FPCS maintains extensive parental contact through phone, mail, and in-person meetings in order to ensure we are fully updated on our families' statuses. We seek to provide some stability for those families by extending our school day to provide a consistent place for students to complete homework or receive extra-curricular supports in a variety of disciplines. We often assist parents through the enrollment process by contacting former schools for required records and acquiring transportation for the student, when available.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Additionally, we immediately place the student into our at-risk monitoring rotation to ensure that any academic deficiencies are identified as quickly as possible, especially in circumstances where special education paperwork is missing or incomplete.

9. How does the school address the needs of homeless students?

Freedom Prep monitors homeless students in very much the same way as any migrant students. We are quick to investigate and identify students who may fit this category. In these circumstances, we are quick to work with the county educational services commission to acquire transportation for students, so their living situation never disrupts the stability they expect to have while at school. We accommodate the family's situation as much as possible, acting as a liaison/advocate with city, county, or state organizations.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are invited at every turn to provide input into the education program offered at Freedom Prep. With an afternoon each week to update the entire teaching staff on new and ongoing initiatives, a major decision is rarely made without several weeks of discussion on the topic with teacher input. Additionally, teachers have weekly one-on-one meetings with the Principal to discuss their instructional plan for the week, during which they are often consulted and informed of potential and planned changes designed to improve the instructional program with respect to their particular subject or grade level. These meetings provide much more private and confidential outlet for teachers to express their views on their students' needs and how teachers are assessed.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

The Freedom Prep Operations Team coordinates among many of our staff members to ensure our students are prepared for high school. Most importantly, our instructional model mirrors as closely as possible what they will experience in high school and college. Students are fully informed of alternative high school options available to them. We host several assemblies to prepare students for high school not only academically, but also socially and emotionally. In addition, each morning students convene in our cafeteria for morning circle, where teachers and the Principal give presentations surrounding character traits and managing personal conflict effectively. The goal of these circles is to both build community as well as mold the students into young scholars who are able to effectively manage the transition between middle and high school and beyond.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

In analyzing Freedom Prep's data, three major challenges were apparent moving into the 2015-2016 school year. We have a persisting achievement gap in both math and ELA, with many of our students still scoring far below the proficiency standard on every data source we examined. This problem presented itself across all grades and all subgroups, so while it is broad, it is the single greatest threat to our student's academic success and therefore, remains our top priority. Meanwhile, in implementing more technological resources and activities in the classroom as well as administering the PARCC test, teachers observed that students' technological proficiency is low. This is clearly a problem that must be addressed in order to fully prepare our students for the 21st Century Learning environment that awaits them in high school and beyond.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Achievement Gap in Math	Achievement Gap in ELA
Describe the priority problem using at least two data sources	Our students were 45.2% proficient on the MAP Math exam in 2014-2015. Likewise, proficiency rates on our interim assessments are well below what would be considered proficient if compared with state standards. These two sources along with classroom assessment data indicate that our students' math proficiency lags significantly behind their peers in other, high-achieving districts.	Our students were 46.8% proficient on the MAP ELA exam in 2014-2015. Likewise, proficiency rates on our interim assessments are well below what would be considered proficient if compared with state standards. These two sources along with classroom assessment data indicate that our students' ELA proficiency lags significantly behind their peers in other, high-achieving districts.
Describe the root causes of the problem	The biggest cause of our current problem with achievement in Math is that we inherited students from two other charters that closed down in addition to other sending schools during our expansion. Years of inadequate, non-rigorous instruction in a disorganized system have left many students lagging behind peers in high-achieving districts.	The biggest cause of our current problem with achievement in ELA is that we inherited students from two other charters that closed down in addition to other sending schools during our expansion. Years of inadequate, non-rigorous instruction in a disorganized system have left many students lagging behind peers in high-achieving districts.
Subgroups or populations addressed	All/Economically Disadvantaged—45.2% proficient, Special Education—27% proficient	All/Economically Disadvantaged—46.8% proficient, Special Education—35% proficient
Related content area missed (i.e., ELA, Mathematics)	Common Core Middle School Math Standards	Common Core Middle School ELA Standards
Name of scientifically research based intervention to address priority problems	Increased Class/Instruction Time	Increased Class/Instruction Time

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How does the intervention align with the Common Core State Standards?	This simple intervention will allow students to have greater access to instruction to both increase proficiency with current standards as well as remediate previously missed standards from previous years. Currently, previous standards are not addressed due to time constraints, but more time allows students to master these standards. This will help close the achievement gap rather than simply keeping it at the status quo. On a related note, while this was an intervention last year, our expansion and heritance of many more students who are far below our current students when they joined us indicates the students need more time and attention with regard to instructional time.	This simple intervention will allow students to have greater access to instruction to both increase proficiency with current standards as well as remediate previously missed standards from previous years. Currently, previous standards are not addressed due to time constraints, but more time allows students to master these standards. This will help close the achievement gap rather than simply keeping it at the status quo. On a related note, while this was an intervention last year, our expansion and heritance of many more students who are far below our current students when they joined us indicates the students need more time and attention with regard to instructional time.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Professional Development	
Describe the priority problem using at least two data sources	Using Teacher evaluation data from the previous year along with performance data of students within specific subgroups, it is clear that our teachers need specific training in instructional differentiation and support. We will track this data to monitor progress and inform staffing decisions.	
Describe the root causes of the problem	The root cause is simply a result of the average age and tenure of our staff members as teachers. They are comprised mostly of new professionals who are just beginning their careers, or folks who are new to teaching especially in high performance urban charter schools. As a result, they lack the foundational skills and practice needed to provide quality instruction and differentiation on the level our students need to not just achieve, but to make up the gap in achievement they unfortunately possess as mentioned earlier.	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	ALL	
Name of scientifically research based intervention to address priority problems	Teacher coaching, Evaluations, Data-driven professional development provided.	
How does the intervention align with the Common Core State	We use professional development resources both internally from our CMO office in NY as well as	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Standards?	externally from professional development resources like Doug Lemov's Teach like a Champion and the EIRC. These resources are researched-based and proven to advance the pedagogical mastery of teachers and thus advance the achievement of our students.	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Data Driven RTIs – Additional/Supplemental Classroom Support	-Academic Collaboration Team (ACT) Coordinator -Principal	PARCC Performance MAP Results IEP Compliance	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
Math	Students with Disabilities	Data Driven RTIs – Additional/Supplemental Classroom Support	-Academic Collaboration Team (ACT) Coordinator -Principal	PARCC Performance MAP Results IEP Compliance	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
ELA	Homeless	Homeless/Migrant Liaisons	-Registrar -Social Worker	PARCC Performance Attendance Records	
Math	Homeless	Homeless/Migrant Liaisons	-Registrar -Social Worker	PARCC Performance Attendance Records	
ELA	Migrant	Homeless/Migrant Liaisons	-Registrar -Social Worker	PARCC Performance Attendance	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Records	
Math	Migrant	Homeless/Migrant Liaisons	-Registrar -Social Worker	PARCC Performance Attendance Records	
ELA	ELLs	Data Driven RTIs – Additional/Supplemental Classroom Support	-ELL Teacher -Academic Collaboration Team (ACT) Coordinator -Principal	ACCESS Scores PARCC Performance MAP Results IEP Compliance	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
Math	ELLs	Data Driven RTIs – Additional/Supplemental Classroom Support	-ELL Teacher -Academic Collaboration Team (ACT) Coordinator -Principal	ACCESS Scores PARCC Performance MAP Results IEP Compliance	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
ELA	Economically Disadvantaged	All	-Principal -Teachers	PARCC Performance MAP Results	Assisting Students Struggling with Reading: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
Math	Economically Disadvantaged	All	-Principal -Teachers	PARCC Performance MAP Results	Assisting Students Struggling with Mathematics: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Weekend Academy Extended Year/Day Program Summer Academy	Principal Teachers	PARCC Performance Attendance Records Quarterly Benchmark Assessments RTI Computer Program Performance	Structuring Out-of-School Time to Improve Academic Achievement: - Adapt instruction to individual and small group needs: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf#page=30

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	Weekend Academy Extended Year/Day Program Summer Academy	Principal Teachers	PARCC Performance Attendance Records Quarterly Benchmark Assessments RTI Computer Program Performance	Structuring Out-of-School Time to Improve Academic Achievement: - Adapt instruction to individual and small group needs: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf#page=30
ELA	Homeless	Same as Above	Same as Above	Same as Above	Same as Above
Math	Homeless	Same as Above	Same as Above	Same as Above	Same as Above
ELA	Migrant	Same as Above	Same as Above	Same as Above	Same as Above
Math	Migrant	Same as Above	Same as Above	Same as Above	Same as Above
ELA	ELLs	Same as Above	Same as Above	Same as Above	Same as Above
Math	ELLs	Same as Above	Same as Above	Same as Above	Same as Above

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
Math	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
ELA		Same as Above	Same as Above	Same as Above	Same as Above
Math		Same as Above	Same as Above	Same as Above	Same as Above

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Building Excellent Schools Weekend Warriors Teach Like a Champion	ACT Coordinator	Exit Surveys PARCC Performance NJ Report Card	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Core Alignment Data Driven RTIs			
Math	Students with Disabilities	Building Excellent Schools Weekend Warriors Teach Like a Champion Common Core Alignment Data Driven RTIs	ACT Coordinator	Exit Surveys PARCC Performance NJ Report Card	Using Student Achievement Data to Support Instructional Decision Making: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Data Analysis for Comprehensive Schoolwide Improvement – Victoria Bernhardt
ELA	Homeless	Same As Above	Same As Above	Same As Above	Same As Above
Math	Homeless	Same As Above	Same As Above	Same As Above	Same As Above
ELA	Migrant	Same As Above	Same As Above	Same As Above	Same As Above
Math	Migrant	Same As Above	Same As Above	Same As Above	Same As Above
ELA	ELLs	Same As Above	Same As Above	Same As Above	Same As Above
Math	ELLs	Same As Above	Same As Above	Same As Above	Same As Above

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Same As Above	Same As Above	Same As Above	Same As Above
Math	Economically Disadvantaged	Same As Above	Same As Above	Same As Above	Same As Above
ELA					
Math					

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Regional staff and members of the charter management organization, Democracy Prep Public Schools, will conduct the schoolwide program evaluation. While individual principals will be involved, regional staff and Democracy Prep representatives will provide a more impartial evaluation of the program.

2. What barriers or challenges does the school anticipate during the implementation process?

For 2015-2016, Freedom Prep is expanding from grades 1-9 to grades K-10 and increasing the student body by nearly 30%. As such, there will be a large influx of new students, whose needs are still unknown to us. We will have to do extensive planning with regard to establishing a technology plan for the new school year. We will have to ensure there is ample space and time for instruction in the schedule to make sure of the expanded use of technology.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Freedom Prep will conduct extensive professional development with teachers prior to the beginning of the year, so they feel adequately prepared for the program. Throughout this process, we will remain open to input from teachers, parents, and external consultants in how to improve the program to best fit the needs of those involved. The goal will be for all stakeholders to feel vitally connected to the program in some capacity so it is not perceived as mandate they are merely told to enforce.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

We will utilize our professional development afternoons, one-on-one planning meetings, and periodic surveys of stakeholders, including teachers, to gauge support for the program and make necessary adjustments to ensure its effectiveness. In addition, teacher interviews as part of the Democracy Prep School Review process will serve as data points.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

During regular Title 1 meetings, Freedom Prep will update community members and families of the school's progress. At these meetings, solicit feedback from community members, giving them an outlet to voice their concerns and suggestions for making the program work better for all involved.

6. How will the school structure interventions?

Much like this year, FPCS will hire enough teachers to equip most classes with two instructors. Freedom Prep will be able to provide remedial services to more students than previously had access to this extra instruction. Specifically, grade-level

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

teams will focus remedial efforts on those students identified through their Intervention and Referral Service system. Additional pull-out services will be provided for Special Education students to improve foundational skills (including previous years' standards) that are not covered during their normal instruction.

7. How frequently will students receive instructional interventions?

With the addition of more teachers, FPCS will increase the amount of instructional time and therefore, the amount of intervention. Students will have access to some intervention during each class, with access to more extensive intervention during pull-out sessions or enrichment at the end of the day.

8. What resources/ technologies will the school use to support the schoolwide program?

Freedom Prep will invest more money into new technology, as well as professional development to ensure new teachers are supported and all staff are fully prepared to incorporate technology into their weekly lessons effectively and consistently.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

FPCS will measure each of the following: satisfaction of staff with professional development opportunities; frequency of implementation of new strategies; frequency of technology use in classroom; technological proficiency rating of overall student body; performance on interim assessments, MAP assessments, etc.; and progress reports of students receiving remedial instruction consistently.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Freedom Prep will maintain regular stakeholder group meetings to ensure that the priorities of the school remain in focus and that the current interventions are producing results consistent with progress toward our goals. Handouts, meeting agendas, presentations, and other informational material will be kept on file for those members who are unable to attend.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Enrichment Hour Daily Report Cards	Parent Organizer/ Principal Social Worker	Increased Assessment Scores Attendance Rates Participation Rates Disciplinary Infractions Grade Reports	Structuring Out-of-School Time to Improve Academic Achievement: Maximizing Student Participation and Attendance: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf#page=25 “Enhancing the Effectiveness of Special Education Programming for Children with Attention Deficit Hyperactivity Disorder Using a Daily Report Card” http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10008
Math	Students with Disabilities	Enrichment Hour Daily Report Cards	Parent Organizer/ Principal Social Worker	Increased Assessment Scores Attendance Rates Participation Rates Disciplinary Infractions	Structuring Out-of-School Time to Improve Academic Achievement: Maximizing Student Participation and Attendance: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf#page=25 “Enhancing the Effectiveness of Special Education Programming for Children with Attention Deficit Hyperactivity Disorder Using a Daily Report Card” http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10008

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Grade Reports	
ELA	Homeless	Same as above	Same as above	Same as above	Same as above
Math	Homeless	Same as above	Same as above	Same as above	Same as above
ELA	Migrant	Same as above	Same as above	Same as above	Same as above
Math	Migrant	Same as above	Same as above	Same as above	Same as above
ELA	ELLs	Bilingual Academic Seminars	ELL/Principal	Increased Homework Completion Proficiency in ELA	Effective Literacy and English Language Instruction for English Language Learners. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf#page=35
Math	ELLs	Bilingual Academic Seminars	ELL/Principal	Increased Homework Completion Proficiency in Math	Effective Literacy and English Language Instruction for English Language Learners. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf#page=35

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

- 1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?**

Our family and community engagement program will seek to further educate and involve our parents in the supports we have in place at the school already. We seek to have several day and evening seminars reviewing the structure of our enrichment portion of the day that occurs when all instruction has ended. This hour gives scholars time to work on homework and receive remedial instruction. We feel that better education parents to the format and function of this hour will increase their reinforcement of checking and assisting with homework upon the child's arrival. We hope to better educate parents with how to assist their scholar with assignments and tools (including teacher cellphones). The benefit here would be higher homework completion and increased proficiency, as well as making students eligible to participate in extracurricular activities if homework has been proficient, further investing the student in their education. Additionally, these programs will specifically target homeless/migrant students if enrolled to allow for extended educational opportunities prior to returning to the potential instability they may be experiencing at home. Our bilingual seminars will invite ELL parents to learn (with their students) academic language to facilitate better assistance at home with homework and other assignments, fostering a greater sense of familiarity with our academic program among these families. Our daily report card system will help improve behavioral communication with our special education families as to the progress their scholars are making on a more frequent basis. This will increase the in-class time and instruction these students will receive and positively affect their achievement.

- 2. How will the school engage parents in the development of the written parent involvement policy?**

The stakeholder group will convene several Title I Schoolwide Program events during the summer in order to receive input from family and community members for the involvement policy. Using the draft of this past year's policy, we will review together what aspects have functioned appropriately in the past, and what topics we should revise or add to the policy in order to make it more accessible and functional for our parents this school year.

- 3. How will the school distribute its written parent involvement policy?**

We will distribute this in the mail at the beginning of the year with our welcome documents. Additionally, we will have them available at orientations for new students and at the Title 1 and Back to School nights held in September. We will require a parent

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

signature from students to ensure it was disseminated to the parent, following up in-person or on the phone with those families who may have not received the policy for whatever reason.

4. How will the school engage parents in the development of the school-parent compact?

During the Title I Schoolwide Program events during the summer, we will also solicit input with regard to the school-parent compact as well. Using the draft of this past year's compact, we will review together what aspects have functioned appropriately in the past, and what topics we should revise or add to the policy in order to make it more accessible and functional for our parents this school year.

5. How will the school ensure that parents receive and review the school-parent compact?

We will distribute this in the mail at the beginning of the year with our welcome documents. Additionally, we will have them available at orientations for new students and at the Title 1 and Back to School nights held in September. We will require a parent signature from students to ensure it was disseminated to the parent, following up in-person or on the phone with those families who may have not received the policy for whatever reason.

6. How will the school report its student achievement data to families and the community?

One of the strongest aspects of our program here is communication with parents. We organize several evening events where our academic performance from the previous year is shared and celebrated among its staff. Parents are consistently contacted via phone each week by teachers regarding academic progress of the students. We have progress report and report card nights with conferences for parents to access teacher feedback. Within the community, our data is a vital part of our marketing pitch to attract new students to our academic family, being a prominent focus on most flyers, letters, and advertisements we product.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

We will distribute the information via form letter and/or an in-person event in order to fully convey the results and ramifications of the program and its objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

During our Student Achievement night, we will have our data associate show these disaggregated groups so that parents can dive deeper into the meaning behind the aggregate results. Parents within each of these subgroups will receive a letter with the performance for those students outlined with respect to the student body overall.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

We will hold Title I Evenings, where all parents will be invited to join our parent organizer and Title I team in order to review progress and solicit more input into the assessment and revision of the program. Additionally, we will distribute surveys and other mailings in order to seek input from those parents unable to attend the aforementioned events. Should specific areas of concern arise, we will seek out community groups or contacts that may have particular expertise in the matter to positively impact our students in that regard. We want families and community members alike to understand that we have an open door policy and we want this to be their school as much as it is ours.

10. How will the school inform families about the academic achievement of their child/children?

As mentioned earlier, parents receive phone calls, letters, and in-person contact no less than once per week in order to update them with regard to their students' weaknesses and successes in the classroom. Teachers create a constant exchange of information between home and school such that concerns are addressed from both stakeholders, and necessary action is taken as quickly as possible to increase student achievement.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Most of the funds will be used in order to increase parent attendance and input at our planning and informational events. Parental input is vital in creating an academic program that meets their families' needs, so utilizing funds to provide refreshments, assist with transportation concerns, and/or bring in specialists to help parents become more involved and knowledgeable will be our main focus. With regard to the strategies themselves, most listed here require no extra cost so the money appropriated would focus on getting as many parents as possible consistently involved in the strategies so as to maximize their effectiveness.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	57	For 2015-16, all staff members are undergoing a matching process to ensure that all teachers are assigned teaching subjects in which they are HQ. All staff who do not meet HQ requirements in their current subject will be reassigned to teach a subject in which they are HQ. Staff who are currently HQ will be retained in their current assignment.
	82%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	13	
	18%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	N/a	n/a
	N/a	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/a	
	N/a	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none">- Posting of positions in local, regional and national job boards- Recruitment at local, regional and national job fairs- Outreach to local, regional and national colleges and universities with graduates who are interested in teaching- Recruiting with Teach for America- Upon hiring, all teachers are provided with extensive professional development, regular observations, coaching and feedback to support their development and growth, and thus their satisfaction and retention	Talent Team School Principals